

## CROSSWELL DRIVE ELEMENTARY

301 Crosswell Drive  
Sumter, SC 29150

**GRADES** K-5 Elementary School

**ENROLLMENT** 576 Students

**PRINCIPAL** Robert Craig Washington 803-775-0679

**SUPERINTENDENT** Zona W. Jefferson, Ph D 803-469-8536

**BOARD CHAIR** Mr. Bobby L. Matthews 803-773-6080

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	66	49	3

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes

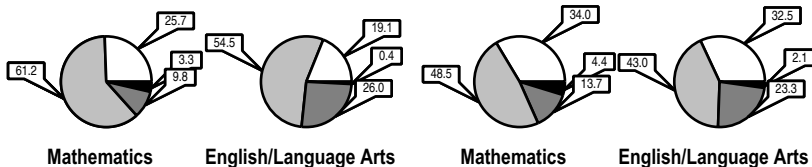
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	277	100.0	18.8	54.7	26.1	0.4	40.4	Yes	Yes
Gender									
Male	154	100.0	21.6	59.0	18.7	0.7	34.3		
Female	123	100.0	15.3	49.5	35.1	0.0	47.7		
Racial/Ethnic Group									
White	47	100.0	12.5	40.0	45.0	2.5	52.5	Yes	Yes
African-American	226	100.0	20.2	57.1	22.7	0.0	37.9	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	239	100.0	17.1	55.0	27.5	0.5	42.2		
Disabled	38	100.0	29.4	52.9	17.6	0.0	29.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	277	100.0	18.8	54.7	26.1	0.4	40.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	100.0	18.9	54.9	25.8	0.4	40.2		
Socio-Economic Status									
Subsidized meals	244	100.0	19.3	57.1	23.1	0.5	38.7	Yes	Yes
Full-pay meals	33	100.0	15.2	39.4	45.5	0.0	51.5		

Mathematics - State Performance Objective = 15.5%									
All Students	277	100.0	25.7	61.2	9.8	3.3	26.5	Yes	Yes
Gender									
Male	154	100.0	25.4	59.7	11.9	3.0	28.4		
Female	123	100.0	26.1	63.1	7.2	3.6	24.3		
Racial/Ethnic Group									
White	47	100.0	20.0	65.0	7.5	7.5	32.5	Yes	Yes
African-American	226	100.0	27.1	60.1	10.3	2.5	25.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	239	100.0	22.3	63.0	10.9	3.8	28.9		
Disabled	38	100.0	47.1	50.0	2.9	0.0	11.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	277	100.0	25.7	61.2	9.8	3.3	26.5		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	100.0	25.8	61.1	9.8	3.3	26.6		
Socio-Economic Status									
Subsidized meals	244	100.0	26.9	61.8	9.0	2.4	25.0	Yes	Yes
Full-pay meals	33	100.0	18.2	57.6	15.2	9.1	36.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	94	100.0	19.5	35.6	43.7	1.1	44.8
	<b>Grade 4</b>	80	100.0	22.2	62.5	15.3	N/A	15.3
	<b>Grade 5</b>	91	100.0	44.2	45.3	10.5	N/A	10.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	100.0	18.8	43.8	36.5	1.0	37.5
	<b>Grade 4</b>	67	100.0	16.4	61.2	22.4	N/A	22.4
	<b>Grade 5</b>	83	100.0	22.0	67.1	11.0	N/A	11.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	94	100.0	16.1	57.5	18.4	8.0	26.4
	<b>Grade 4</b>	80	100.0	19.4	72.2	5.6	2.8	8.3
	<b>Grade 5</b>	91	100.0	27.9	62.8	5.8	3.5	9.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	100.0	26.0	66.7	6.3	1.0	7.3
	<b>Grade 4</b>	67	100.0	19.4	55.2	20.9	4.5	25.4
	<b>Grade 5</b>	83	100.0	32.9	56.1	6.1	4.9	11.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 576)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	10.5%	Up from 6.2%	3.7%	2.7%
Attendance rate	99.4%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%		5.3%	3.5%
Eligible for gifted and talented	5.8%	Up from 3.2%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	Down from 9.2%	8.0%	8.2%
Older than usual for grade	6.4%	Up from 3.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	34.1%	Up from 31.8%	48.7%	51.4%
Continuing contract teachers	90.9%	Up from 77.3%	81.8%	87.5%
Highly qualified teachers**	92.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	85.2%	Up from 83.3%	83.8%	86.7%
Teacher attendance rate	95.7%	Up from 94.4%	94.7%	94.9%
Average teacher salary	\$36,661	Up 2.9%	\$40,045	\$40,760
Prof. development days/teacher	8.6 days	Down from 18.0 days	13.7 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 17.3 to 1	17.2 to 1	18.9 to 1
Prime instructional time	93.8%	Up from 85.8%	89.0%	90.0%
Dollars spent per pupil*	\$5,344	Up 4.2%	\$6,702	\$6,044
Percent of expenditures for teacher salaries*	68.6%	Up from 68.2%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Crosswell Drive Elementary School is to meet the needs of the whole child by preparing innovative, diverse, and successful learning opportunities in a safe and positive environment that is facilitated by staff, community, and home cooperation.

During the past school year, the staff of Crosswell Drive continued to make great strides towards academic excellence. Our parent workshops saw an increase in parental participation by offering morning sessions. Teachers and parents took advantage of technology workshops offered by the district. The school district discontinued benchmark assessment to implement Measure of Academic Progress (MAP). Based on the results of MAP, CDE further utilized differentiated instruction to meet the diverse learning needs of our students. CDE also successfully completed its first year of the South Carolina School Improvement Grant. Our students had the opportunity to participate in several organizations such as the Cub Scouts of America, CDE Children's Choir, CDE Book Club, CDE Special Ringers, Student Government Association, and Clemson Mobile Magnet. Forty-five students participated in the Read 180 program, which was designed to help students academically in reading fluency and writing. These were just a few of the additional opportunities and experiences afforded to students to enhance learning. We are very pleased with our progress thus far and anticipate with confidence the 2004-2005 school year.

The staff of Crosswell Drive believes that a quality education is the key to a successful future. It is our goal to provide an opportunity for every child to receive a quality education in an environment that is conducive to learning. With your continued support, we will make a positive difference and be successful in all our endeavors.

Robert Craig Washington  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	74	24
Percent satisfied with learning environment	82.9%	79.7%	69.6%
Percent satisfied with social and physical environment	87.5%	74.3%	87.0%
Percent satisfied with home-school relations	32.5%	81.7%	66.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.